

A St. Michael's CE (VA) Junior School Policy



At St. Michael's, by God's love and through our Christian values of *Love, Faith, Respect and Courage*, we celebrate uniqueness and nurture curiosity, enabling each child to flourish on their own rich learning journey; whilst contributing to the wider community.

DEVELOPING SPIRITUALITY POLICY

Reviewed by Staff:	
Ratified by Governors:	Electronically April 2020
Ratified by FGB	July 2020
To be reviewed:	Summer 2022

Policy: Developing Spirituality

By God's love, we all flourish together.

Our Christian Vision :

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Definition

At St. Michael's, our shared understanding of spiritual development is that:

Spiritual development is the growth of the human spirit, a spirit that cannot be seen, but is something that makes the individual precious and unique. It is essentially developing character and spirit, exploring the deep meaning of being human and responding to the experiences of life and living.

Provision

The spirituality of our children is nurtured through our shared Christian vision. Explicitly, spiritual development will flourish through RE and collective worship, but also through planned opportunities offered by our curriculum, outdoor learning and extra-curricular activities. Implicitly, our children will also develop spiritually through unplanned experiences of magical moments of awe and wonder on the beauty and possibilities of the human and natural world ... and beyond.

Planned opportunities encourage:

- our children to experience space and stillness in order to develop an understanding of faith, beliefs and values which can contribute to their identity
- our children to be guided by their beliefs and values and be willing to take a stand to defend them
- our children to develop self-awareness and the ability to empathise with the experiences with others in the whole school community
- for our children to love themselves, care for themselves and others and believe in their potential to achieve, and find inner strength and resilience when facing challenges
- our children to exercise their imagination and creativity, appreciate beauty in the world and be alive to experience of awe and wonder
- to be intrigued by mystery and be open to an awareness of the transcendence in the whole of life
- to be comfortable with stillness and silence and open to engage in reflection/meditation/prayer
- to be ready to say sorry when mistakes are made, to forgive themselves

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- and to forgive others and understand restorative justice
- to be willing to take risks and to reflect, learn and grow following experiences of failure as well as success
 - to demonstrate curiosity and open mindedness when exploring life's big questions and have the confidence to question and challenge respectively
 - to appreciate and be thankful for what is good in life like family and friends, and show generosity towards to others and celebrate uniqueness.

As a school, we have adopted the images and concepts of the work of Liz Mills to illustrate our intention for the provision of spiritual development of our children.



WINDOWS: giving children opportunities to become *aware* of the world in new ways; to **wonder** about life's 'Wows' (things that are amazing) and 'Ows' (things that bring us up short). In this, children are learning *about* life in all its fullness.



MIRRORS: giving children opportunities to *reflect* on their experiences; to **meditate** on life's big questions and to consider some possible answers. In this they are learning *from* life by exploring their own insights and perspectives and those of others.



DOORS: giving children opportunities to *respond* to all of this 'opening doors'; for children to **do** something creative as a means of expressing, applying and further developing their thoughts and convictions. In this they are learning to *live* by putting into action what they are coming to believe and value.

We believe that spiritual development is holistic and while it is planned through RE to be progressive; opportunities for assessment may only occur through creative and imaginative expression and be only recorded, where possible, through our qualitative assessment of RE.